

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

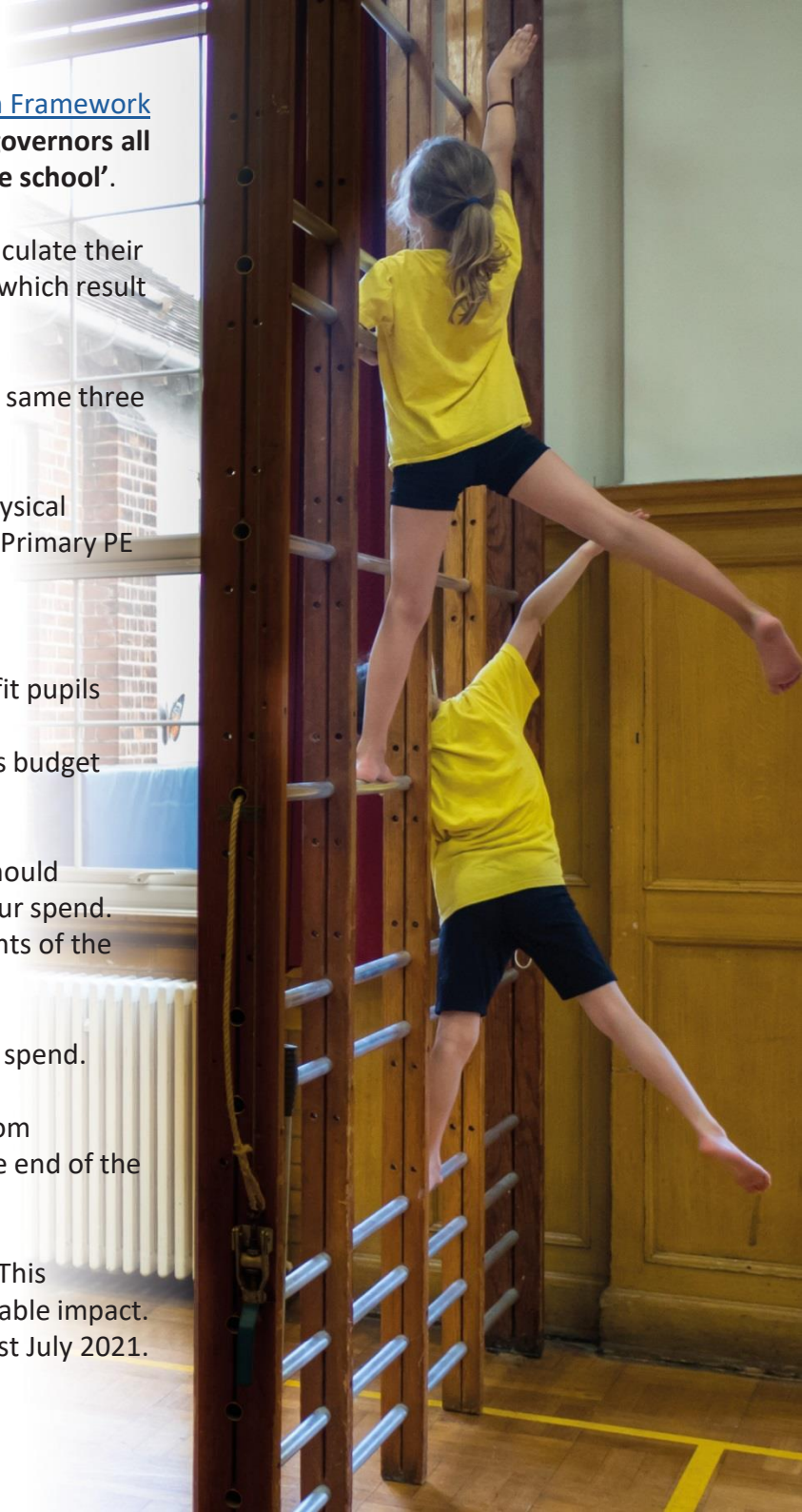
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Developing extra-curricular sports offer to be more inclusive to all pupils throughout the school.</li> <li>Re-introducing activities and clubs into the school to increase daily active participation and wider active and social opportunities for pupils.</li> <li>Celebrating sporting success and participation within extra-curricular activities and also achieving recognition for individuals within the city during virtual assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Developing good and outstanding teaching practice through support from PE specialists throughout the whole school.</li> <li>Forge new links and opportunities with local community clubs and organisations to help promote healthy, active lifestyles and reignite passion for physical activity and sport</li> <li>Establish swimming catch up for Y4-Y6 pupils within the school and across the St. Cuthbert's Trust during the next academic year.</li> <li>Embed inclusive approach to PESSPA across the school in co-ordination with SENDCO and SLT.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

**Total amount carried forward from 2019/2020    £5200**  
**+ Total amount for this academic year 2020/2021    £18620**  
**= Total to be spent by 31st July 2021                    £ 23820**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	97%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	97%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	38%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £23820</b>		<b>Date Updated: July 2021</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation: 6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Engagement of all children in regular daily physical activity	Use of active brain breaks during the school day to support cognitive development and wellbeing	new equipment and resources for creation of new activities such as dodgeball, personal best competitions  £1000  Introduction of Get Set 4 PE resource £500	More active pupils before school and during lunchtime  Reigniting and engaging children in their love of PESSPA.		Increased attendance of pupils at breakfast club/lunchtime activities alongside developing a wider range of activities for all pupils to be active for at least 30 minutes
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 2%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Raise the profile of PE and sport across the school as a tool for whole school improvement	Sharing of sporting success through assemblies, social media and newsletters	£500 for at home challenges, certificates, medals and trophies to raise the profile of PE and sport in school	Achievement of School Games Mark – Gold Award – this award opportunity was cancelled for this academic year  Increasing interest in sporting activity and clubs outside of school  Introduction of Virtual challenges and activities to create active pupils and families – children engaged and participating with their families.  Pupil survey showing pupils having a positive attitude towards PESSPA and a desire for wide range of opportunities and activities.	Comprehensive monitoring of competitions and participants to ensure all pupils have opportunity to access PESSPA – use of Get Set for PE to monitor groups and pupils.  Identification of groups that can be supported to develop engagement with PESSPA further.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	45%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Increase confidence, knowledge and skills of all staff in teaching PE and Sport	Use of specialist PE teachers to support and guide teaching staff to improve their knowledge, skills and teaching of PE using observation, dual teaching and teaching support strategies  Staff development and CPD offered throughout the year to staff to help aide them in developing and improving their teaching of PE further.  Continuous feedback from specialist PE staff to help staff identify strengths and ways forward	£10,000 approximately for SMC PE specialist support  Extra CPD courses attended as part of HAS, YST cost £200  Real PE and Gym to support teaching and learning £500	Increased confidence of teaching staff in delivering PE lessons to ensure consistent good quality teaching and learning within PE which is inclusive and engaging for all pupils.  Monitoring of PE lessons and support offered by SMC PE specialists, PE subject leader and SLT and wider MAT colleagues  Staff survey linked to teaching of PE  Staff Inset and CPD in September 2021  Sharing of Good Practice within PE amongst teaching staff and wider MAT.



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 18%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Opportunity for all pupils throughout the school to take part in sports and activities	Use of extra-curricular coaches where appropriate to enhance the wider curriculum and encourage children to partake in a range of sports and clubs and reignite love of PESSPA.  Purchasing of equipment to develop new clubs and activities and to focus on inclusion for all.	Use of karate instructor to engage children in activity linked to their curriculum Geography topic £180  Purchase of new equipment to help children reengage with PESSPA and multi-sports clubs for KS1 and KS2 pupils, alongside balance bikes, scooters for EYFS pupils  £4200	Positivity towards after school multi sports clubs – Significant numbers of pupils attending the clubs on a weekly basis.  Better quality and increased provision for all due to introduction of equipment and extra-curricular opportunities.  Developing key fundamental skills for pupils throughout the school from Foundation upwards and to encourage a love of play and movement.	Pupil survey focusing specifically on clubs and activities outside of school.  Pupils engaging with new sport/activity outside of school – links with local community netball clubs and karate club has helped signpost several pupils to join a club and participate in a wider sporting opportunity.  Identification of groups that can be supported to develop engagement with PESSPA further.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation in competitive and inclusive sport and activity	Continued membership of Hull Active Schools (HAS) and to collaborate as part of a wider city group in developing activities and competition for all primary school pupils through virtual competitions  Enabling access for all pupils to partake in competition intra school as well as inter school competition.	Cost of HAS membership £1500  Equipment for intra/inter school competition £500	Pupils across KS1 and KS2 participating in Intra-school and Inter-school virtual competitions  Enjoyment of sport, physical activity and health active lifestyle reflected in pupil survey.	Monitoring of attendance at intra and inter school competitions through Get Set 4 PE.  Identification of groups that can be supported to develop engagement with inclusive sport and activity.

Signed off by	
Head Teacher:	Mrs C Coldham
Date:	21.7.2021
Subject Leader:	Mr M Evans
Date:	21.7.21